DOCUMENT RESUME

ED 135 177 EC 093 059

TITLE	Minimum Standards for Work Experience and Study Programs.
PUB DATE	75
NOTE	32p.; Approved by: State Board for Community Colleges and Occupational Education, State Department of Education, State Office Building, Denver, CO 80203
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Federal Aid; *Guidelines; *Handicapped Children; Program Development; Program Evaluation; Secondary Education; State Programs; *Vocational Education; *Work Study Programs
IDENTIFIERS	Colorado

ABSTRACT

Presented are guidelines and requirements of vocational education programs for secondary school handicapped students in Cclorado. It is explained that the 1968 amendment to the Vocational Act of 1963 requires that each state spend 15% of its basic federal grant for vocational training for the handicapped. Work Experience and Study (WES) programs are described in terms of federal purposes and requirements, program personnel requirements, and program requirements (including standards for program planning, job training, training agreements, training plans, evaluation, followup, and funding. The role of the advisory committee is examined. Sample forms for program evaluation and training agreements comprise the bulk of the document. (CL)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

Colo 419

ED135177

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

dup

Grene

MINIMUM STANDARDS

FOR

WORK EXPERIENCE AND STUDY PROGRAMS

APPROVED BY:

State Board for Community Colleges
and Occupational Education

EC093059

I N D E X

Introduction ---- 1

FEDERAL PURPOSES AND REQUIREMENTS ---- 1

Requirements of Cooperative Vocational Education Programs ---- 1

On-The-Job Training Standards ---- 2

Identification of Jobs ---- 2

Non-commingling of funds ---- 2

PROGRAM DESCRIPTION ---- 3

WORK EXPERIENCE AND STUDY FLOW SCHEMATIC ---- 5

"THE VOCATIONAL EDUCATION ADVISORY COMMITTEE ---- 5a

PROGRAM PERSONNEL REQUIREMENTS ---- 6

Teacher/Coordinator ---- 6

Student Identification and Selection ---- 6

PROGRAM REQUIREMENTS ---- 6

Program Planning ---- 6

Job Training ---- 7

Training Agreements ---- 7

Training Plans ---- 7

Related Instruction ---- 7

Student Leadership and Youth Activities ---- 8

Advisory Committee ---- 8

Evaluation ---- 8

Follow-Up ---- 8

Funding ---- 9

DISTRICT PLAN (PROPOSAL) ---- 9

APPENDIX

MINIMUM STANDARDS FOR
WORK EXPERIENCE AND STUDY PROGRAMS

Introduction

The Vocational Act of 1963 as amended in 1968 requires that each state set aside 15% of its basic federal grant for vocational education for the handicapped. Colorado supports many handicapped programs. Among those programs are the numerous Work Experience and Study (WES) Programs throughout Colorado. Because of the limited funds, the level of funding for the past few years has ranged between 10 and 12 percent of the teachers' salaries.

WES Programs utilize the cooperative method for training handicapped children. These methods or requirements are spelled out in the Vocational Act as amended in 1968. These guidelines present the federal and state requirements for cooperative programs.

FEDERAL PURPOSES AND REQUIREMENTS

The purpose of a WES Program is to prepare young people for employment through:

"Providing meaningful work experience combined with formal education enabling students to acquire knowledge, skills, and appropriate attitudes."[1]

"Removing the artificial barriers which separate work and education."[2]

"Involving educators with employers, creating interaction whereby the needs and problems of both are made known thereby making it possible for occupational curricula to be revised to reflect current needs in various occupations."[3]

Requirements of Cooperative Vocational Education Programs.

The program must meet the definition of a cooperative vocational program as defined below:

"Cooperative vocational education program means a cooperative work study program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocation instruction by the alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other periods of time in fulfilling the cooperative vocational education work study program," and "Will be administered by the local educational agency with the participation of public or private employers providing on-the-job training opportunities that would not otherwise be available."[4]

"The Congress finds that cooperative work study programs offer many advantages in preparing young people for employment. Through such programs, a meaningful work experience is combined with formal education enabling students to acquire knowledge, skills, and appropriate attitudes. Such programs remove the artificial barriers which separate work and education and, by involving educators with employers, create interaction whereby the needs and problems of both are made known. Such interaction makes it possible for occupational curricula to be revised to reflect current needs in various occupations. It is the purpose of this part to assist the State to expand cooperative work study programs by providing financial assistance for personnel to coordinate such programs, and to provide instruction related to the work experience."[5]

[1, 2, 3 & 5] Federal Register, Volume 40, No. 38, February 25, 1975, Department of Health, Education, and Welfare, Office of Education.

[4] Public Law 90-576, Oct. 16, 1968

On-The-Job Training Standards

"The program will provide on-the-job training that (1) is related to existing career opportunities susceptible of promotion and advancement, (2) does not displace other workers who perform such work, (3) employs and compensates student-learners in conformity with Federal, State, and local laws and regulations and in a manner not resulting in exploitation of the student-learner for private gain; and (4) is conducted in accordance with written training agreements between local educational agencies and employers, copies of which shall be submitted to the State for filing with the local application."[6]

Identification of Jobs

A WES Program will be approved only when the State Board for Community Colleges and Occupational Education determines, "on the basis of information in local applications, that necessary procedures have been established for cooperation with employment agencies, labor groups, employers, and other community agencies in identifying suitable jobs for persons who enroll in cooperative vocational education programs."[7]

Non-commingling of funds.

The LEA will establish "procedures to be followed in cooperative vocational education programs approved and funded which assure that funds from Federal sources will not be commingled with State or local funds so as to lose their identity as such. In developing such policies and procedures, it shall not be necessary to require separate bank accounts for funds from federal sources, so long as accounting methods will be established which assure that expenditures of such funds can be separately identified from other expenditures."[8]

The LEA shall establish "...policies and procedures to be followed in cooperative vocational education programs approved and funded under Part B of the Act which assure that, to the extent consistent with the number of students enrolled in nonprofit private schools in the area to be served whose educational needs are of the type which such a program is designed to meet, provision has been made for the participation of such students..."[9]

The LEA shall establish "...policies and procedures which...will require local educational agencies with approved cooperative vocational education programs to follow in providing for continuous supervision and evaluation of on-the-job training programs and for follow-up of students who have participated in such programs."[10]

---

6 through 10 Federal Register, Volume 40, Number 38, February 25, 1975, Department of Health, Education, and Welfare, Office of Education.

PROGRAM DESCRIPTION

The flow schematic on Page 5 depicts the WES Program. This description will describe the flow schematic and provide an overview of the total program.

Each student for the program is identified by the LEA and staffed into the program according to the requirements of the Handicapped Children's Act. Based on the available information, the staffing committee should describe the positive attributes on a prescriptive plan for the teacher. This provides the teacher with information by which to develop the student's academic and work experience program.

The teacher/coordinator has two important but varied roles. He or she must teach the academic program and is also responsible for the vocational program. The teacher will be described here in terms of the vocational program. The vocational program requires the teacher to do many things. In broad terms, the teacher must teach the related class, coordinate the student's job training and constantly evaluate the program in terms of student success. These and other duties will be expanded upon as this description continues.

Each program must have an advisory committee. This is a requirement of the State Plan for Vocational Education. The advisory committee is selected by the teacher/coordinator and must include at least three persons representing industry and may include one or more parent and graduated student. School administrators may only serve on the committee in an ex-officio capacity. The committee shall meet a minimum of three times a year. A pamphlet titled, "The Vocational Education Advisory Committee", is attached after the flow chart.

The center of the chart depicts the vocational related instruction to be taught by the teacher/coordinator. Five hours per week must be devoted to this instructional period. Related instruction is defined in the program requirements but briefly this period is set aside to teach those knowledges, skills and attitudes required of each student's job training site or employer. This must be a separate class and not combined with academic subjects such as social science.

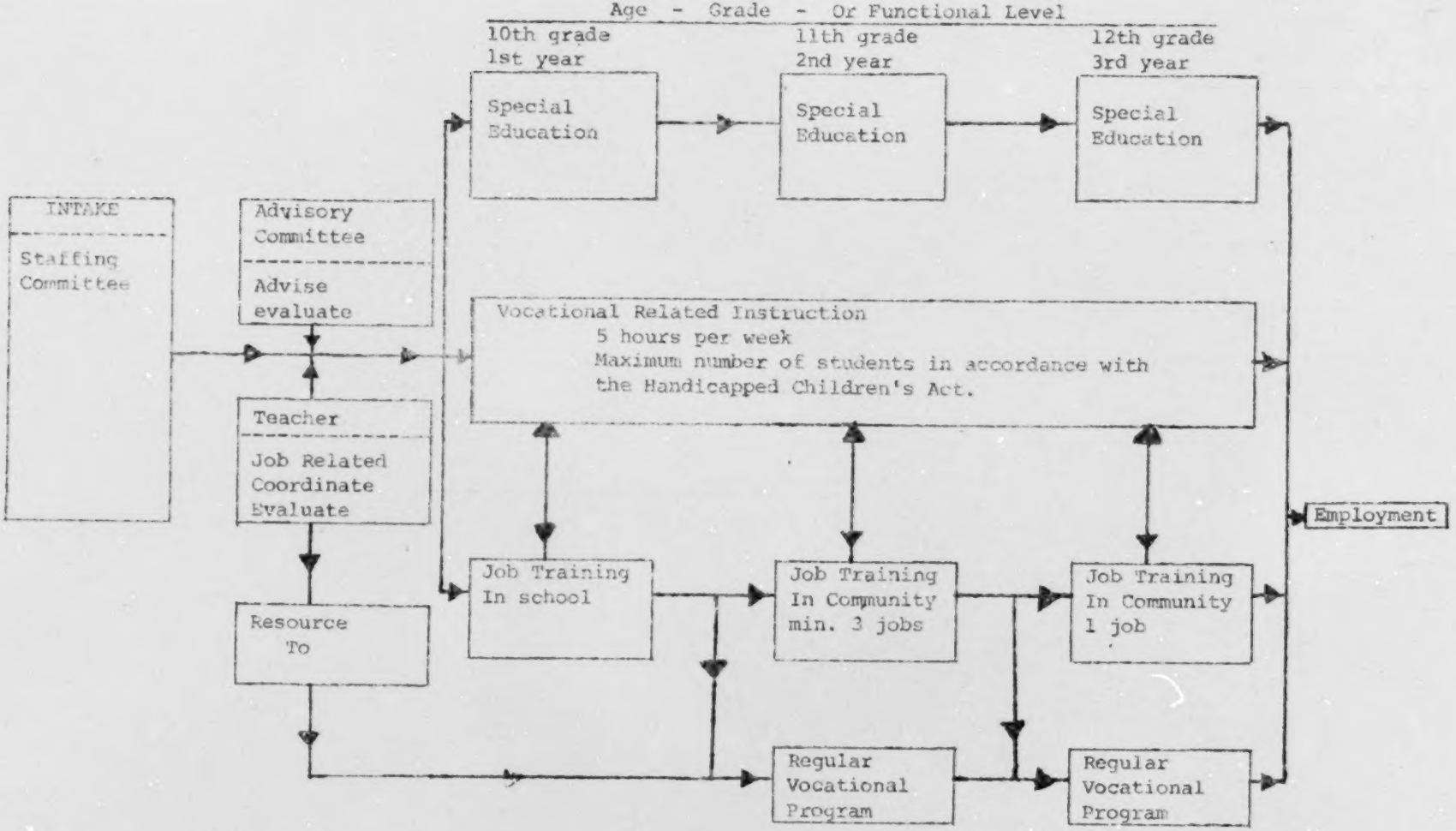
The related instruction is developed from the training station of each student and is recorded on a training plan. The tasks to be learned are also recorded on the training plan. A plan is required for each student. Job training varies from year to year. The first year the student normally works in the School District learning the attributes about work. This work is normally for a few hours per week. It is acceptable, however, for the first year student to be employed within the community. This usually depends upon the attitude and maturity level of the student and the availability of training stations.

Work experience during the second and third year takes place in the community. The second year is to afford the student a variety of experiences; usually up to three. However, employment opportunities within the community may limit this number of experiences. The third year is for the preparation of employment upon graduation. The student normally selects the type of employment, usually a selection of one of the second year experiences, he or she desires and works in the one job for the complete year. Hopefully, the student remains in the job upon graduation and becomes a full-time employee.

Depending upon the student, he/she may be placed in a regular vocational program for skill training. This may happen any time after enrollment into a WES Progra but usually sometime after the first year. It is not necessary for the student to complete a total program. The objective should be to identify an area within a program that can be mastered. A student may repeat that portion of a program several times to afford a well developed skill or mastery. Students in regular vocational programs will be included in the coordination visits of the teacher/ coordinator. The teacher/coordinator should serve as a resource teacher to the regular vocational teacher just as they would to an employer. Assistance would be for the skill as well as providing related instruction in the related class.

The objective of the total program is to prepare each student with employable skills upon graduating from high school.

WORK EXPERIENCE AND STUDY FLOW SCHEMATIC
VOCATIONAL SCHEMATIC EMPHASIZED



Prepared by the

COLORADO STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

Assisted by a Special Advisory Committee

VINTON JAMESON
General Manager, Boulder Valley Volkswagen and Chairman of the Advisory Committee for Industrial Cooperative Education, Boulder Valley Area Vocational Technical Center

RONALD T. WALTERS
Business Education Instructor, Community College of Denver (North Campus)

JOHN L. CAMERON
Director of Vocational and Industrial Education, Colorado Springs Public Schools, and Vice Chairman of The Colorado Advisory Council for Vocational Education

1-131-5M-2/75

The Colorado State Plan for Vocational Education requires the establishment and use of advisory committees for all vocational programs. Many schools also use general advisory committees to assist administrators in planning and operating vocational departments. Advisory committees, with their representation from labor and management, can provide the information and guidance which teachers and administrators need to keep vocational training up-to-date and practical.

The members of an advisory committee should be people whose combined experience and abilities represent a cross-section of a particular industry of occupational area —employees and employers, labor, supervisors, management, and, in certain programs, parents and students.

Advisory committee members should possess these qualifications in common.

Experience and Enthusiasm. Members must have had recent, successful, first-hand, practical experience in the committee's area of concern, and have shown substantial interest in the training program. They should be recognized by their associates as competent, successful people.

Character. Members should be people of intelligence, integrity and courage. They should be responsible, civic-minded and cooperative.

Available time. Members should be available for meetings and prepared to meet frequently, if necessary.

The primary purpose of an advisory committee is to advise vocational educators in establishing and operating vocational training programs which serve the needs of students, of business and industry, and to suggest changes and additions for the curriculum. A secondary purpose is to provide effective communication between the community and the school.

An advisory committee elects its own officers and establishes its own procedures, policies and projects. A vocational teacher or administrator who serves as an ex-officio committee member usually acts as the group's secretary and handles the routine details of committee work.

The duties of an advisory committee should extend beyond giving

advice but the members have neither legislative nor administrative authority. Formation of an advisory committee is not intended to usurp the functions of boards of education or of administrative staffs. Because the approval and support of the board and staff members are vital to the success of an advisory committee's activities and of the training program, they must feel assured that the committee will work within the framework of administrative policies and requirements.

Here are some of the ways in which an advisory committee can function:

Forecast trends affecting training and employment.

Keep educators informed of new technical developments which require changes in curriculum.

Review curriculum and recommend changes or additions.

Offer guidance and support in technical matters.

Counsel and guide students in matters concerning the World of Work.

Suggest and help identify needed research in vocational education.

Provide accurate occupational information.

Vocational educators need the advice and counsel of advisory committees in the following responsibilities of their work:

14

Planning, conducting and evaluating community occupational surveys.

Determining and verifying the need for training and the job opportunities for graduates.

Evaluating programs.

Interpreting programs to the community, to unions, and to employers.

Planning facilities and establishing standards for shop, laboratory and office planning.

Establishing standards for selecting equipment and instructional materials.

Securing donations of equipment and supplies.

Obtaining tangible evidence that the industry or business is supporting a program.

Encouraging recruits to the vocational teaching field.

Determining minimum qualifications for prospective instructors.

Selecting production work to be used as instructional projects to accomplish training goals.

Obtaining job opportunities for students.

Determining how to evaluate student performance.

Developing cooperative work experience programs for students, including training plans and employment agreements.

Improving communication between the community and the school, including a feedback of opinion from employers, labor and supervisors.

Developing and conducting leadership and citizenship programs of the vocational youth organizations.

Obtaining support for state and national legislation which will benefit vocational education.

Brainstorming ideas for public relations and youth organization activities.

Appointment to an advisory committee should be considered an honor in one respect. It is a recognition by the appointing authority of the selected person's high standing and competence in his occupation.

However, such an appointment is not meant to be honorary. The principal purpose of such appointments is to provide a panel of experts to advise vocational educators. The goal is to improve the quality of vocational training.

It is expected that members of an advisory committee will be critical in reviewing a vocational program, that they will offer information and advice to improve the training of students, and will state their objections to anything which they believe will not benefit the training of students.

Although they serve strictly in an advisory capacity, the administrators and teachers whom they advise are expected to give careful consideration to their recommendation.

The State Board for Community Colleges and Occupational Education has placed a high priority on the use of advisory committees.

The person who accepts appointment to an advisory committee should recognize his responsibility to participate regularly in the committee's activities and to make recommendations based on his knowledge, experience and ability.

Advisory committee members serve without pay, but the rewards are substantial for persons who are dedicated to their occupations, who are interested in helping others and who wish to contribute valuable services to their community.

There is recognition from the school and its staff, frequently in the form of a certificate or letter of appreciation.

There is a tremendous amount of self satisfaction to be derived from assisting to open the doors of opportunity and employment to students.

There is another kind of satisfaction in the knowledge that a person has served his occupation by helping to improve the quality of beginning workers.

Still further, there is the pride of the craftsman in assisting to perfect a training process by the sharing of his experience and ability.

PROGRAM PERSONNEL REQUIREMENTS

Teacher/Coordinator

The teacher/coordinator must possess a current teaching certificate and a current vocational credential for Special Cooperative Programs.

Each teacher/coordinator will be on a 10 month contract. The teacher's time will be scheduled throughout the summer as agreed.

The teacher/coordinator's employment contract will be to teach only the WES Program. They will not be assigned other contractual duties that will deter or conflict with his/her initial responsibilities as determined by the State Board for Community Colleges and Occupational Education. The teacher may adequately handle the classroom activities and the work experience requirements if the class size is limited to the restrictions specified by the Handicapped Children's Act, HB 1164.

The teacher/coordinator will provide progressive related curriculum material for each student in the program. The related instruction curriculum will be develop by the teacher/coordinator for each student as determined by the training plan. Related instruction periods will be conducted a minimum of five hours per week.

The teacher/coordinator has the responsibility of developing training/employment opportunities for each student. However, the student will share the responsibil in developing training/employment opportunities. Objectives will be written for each student which will assist the student in achieving his/her goals.

The teacher/coordinator will also develop a topical course outline. A program description will be developed to explain the program to parents, employers, and students.

Student Identification and Selection

Students will be selected by the LEA in accordance with the requirements of the Handicapped Children's Act, HB 1164. The State Board for Community Colleges and Occupational Education does not require any additional staffing requirements.

The student, upon employment, must work a minimum of 15 hours per week.

Students will not be enrolled in other regular vocational programs when participating in the work experience component of the WES Program. However, students may enter regular vocational programs in lieu of work experience when it is determined by the LEA that the student can complete the program or a portion of the program and obtain employable skills. This will allow for more in-depth skill training in an occupation as opposed to continued job training with lesser degrees of skill development.

PROGRAM REQUIREMENTS

Program Planning

Each WES Program will have on file a current District Plan as approved by the State Board for Community Colleges and Occupational Education. In addition, a course syllabus will also be on file paralleling that content of the District Plan and shall include such items as objectives of the program, time schedule

for movement of students, methodology by which employment opportunities are secured, and procedures for dissemination of class related instruction as it applies to individual students. Training Plans will be used to plan and provide a systematic flow for daily related instruction of the highest quality. These instruments shall be filed with the teacher/coordinator for periodic review upon request by the State Board for Community Colleges and Occupational Education.

Job Training.

The purpose of cooperative training is to provide job training and experience for the student. They learn while they work for a minimum wage or above. All students must be paid by the employer. The student should be placed in a work station as closely related as possible to his or her occupational interest, ability, and maturity level. All job training must contribute to a student's present and future employability. It is while the student is working that he/she learns specific tasks to achieve specific skills. Part of the job of coordinating the training station is to insure the student is doing and learning those tasks outlined by the teacher and employer on the training plan. The intent is to make the student employable or be able to move into and succeed in a regular vocational program.

Training Agreements

A training agreement is required for each student who is employed. It is an agreement between the school, student, employer, and parents. The employer in fact agrees to be a teacher of a student and agrees to pay the student to learn.

A new training agreement is required each time the student changes employment.

Training Plans

A training plan will be developed for each student. Training plans are outlines of specific tasks the student will accomplish to learn a skill. It is a plan of instruction for a specific student. The training plan should be designed by the employer, the teacher/coordinator, and the student. The training plan will list the tasks to be learned on the job, and the related instruction to be taught in the classroom. All statements should be in performance terms with a standard of performance indicated. The plan must be upgraded periodically to show student growth pattern.

Related Instruction

Related instruction taught in the related class are those knowledges, attitudes, skills, and responsibilities directly related to the tasks to be learned on the job. They can also be identified as those knowledges, attitudes, skills, and responsibilities that will aid the student to become more proficient in accomplishing the tasks required on the job. Or, those descriptions above that will help the employer to accomplish his training of the student.

An example would be mathematics for a student in sales, inventory, or mechanics, spelling for a typist, clerk or secretary; sizes of nuts and bolts for students in auto parts, machinery set-up and hardware.

All related instruction will be progressive with the requirements outlined on the training plan. Related instruction may also deal with attitudes about work, responsibility toward the job and employer, customer relations, personal appearance and hygiene.

The related classroom will be provided by the LEA and shall be sufficient to meet the objectives of the program as determined by the State Board for Communit Colleges and Occupational Education. It will contain the necessary classroom furniture and equipment for conducting the class. An office or conference area will be made available to the teacher/coordinator. Storage facilities will be provided for safekeeping of classroom equipment and supplies. All equipment provided for the program with federal funds will be stored in the related classroom.

Student Leadership and Youth Activities

Each WES Program will have a youth activities program. This program need not be competitive or tied to an official program. One purpose is to cause interaction within the class, school, and community. Another is to improve the image of these students by providing leadership activities within the school and community. Teacher/coordinators will use their innovativeness to develop the activities program. The activity should be relevant to the needs of the students and resources within the community and made an integral part of the related classroom instruction.

Advisory Committee

The teacher/coordinator will develop for the WES Program an active and functioni Advisory Committee as required by the Colorado State Plan for Vocational Educati In districts with more than one WES Program in different schools, each school or building will have a separate Advisory Committee.

The Advisory Committee will consist of a minimum of three representatives from industry and should include at least one parent and a graduated student. The teacher/coordinator and other school administrators and/or faculty may be members in an ex-officio capacity.

The Advisory Committee shall meet a minimum of three times during the school year. The meetings will be held during the fall, winter, and spring of each school year. Minutes from these meetings will be on file with the teacher/coordinator for review upon request.

Evaluation

On-going evaluations should be accomplished by the teacher/coordinator and the local administrator responsible for vocational education. The Advisory Committe will conduct an indepth evaluation at least once a year, preferably during the last half of the school year. Copies of all evaluations will be in possession of the teacher/coordinator for review. The Program is subject to evaluation by the State Board for Community Colleges and Occupational Education at any time.

Follow-Up

All programs will participate in the Management Information System of the State Board for Community Colleges and Occupational Education.

Funding

The funding procedures for the State Board for Community Colleges and Occuptional Education for WES Programs is the same as other vocational programs. The program must be entered on the VE 115. The percent of funding varies between fiscal years depending upon federal allocation. Questions concerning payments should be directed to the Regional Planner for the District.

DISTRICT PLAN (PROPOSAL)

The District Plan will be sent to the Planning Unit, Occupational Division, State Board for Community Colleges and Occupational Education, Room 207 State Services Building, 1525 Sherman Street, Denver, CO 80203.

The State Board for Community Colleges and Occupational Education will approve a WES Program as a vocational program when it is determined, on the basis of information in the local application, that the program will meet and maintain the structure contained within these guidelines.

EVALUATION FOR
WORK EXPERIENCE AND STUDY PROGRAMS

Name of School

Vocational Director

Teacher-coordinators

Expiration date of Vocational Credential

Date of Observation

ENROLLMENT:

Number of students in the program_____

Number of students employed _____

Number of first year students	_____In Program	_____Employe
Number of second year students	_____In Program	_____Employe
Number of third year students	_____In Program	_____Employe
TOTAL	_____In Program	_____Employe

Are students in the program also enrolled in other vocational programs? _____ Yes _____No

Is the teacher/coordinator required to submit a coordination report to an administrator?____Yes ____No.

Does the employer contact the teacher/coordinator before he terminates the student's employment? ____Yes ____No

Is an attempt made to solve on-the-job problems prior to terminating the students employment? ____Yes ____No

What actions are taken with those students who frequently change or quit their employment?_____

2. ORGANIZED ACTIVITIES:

Does the program have an organized youth activity? ____ Yes ____ No.

If no, are there plans to develop one? ____ Yes ____ No.

If yes, please describe the activity _____

_____

_____

Is there a public relations program? ____ Yes ____ No.

RELATED INSTRUCTION:

Is there a course outline for the related instruction period? ____ Yes ____

How does it relate to each different vocational area in which students are employed? _____

_____

_____

How do you allow for the individual differences of each student? _____

_____

_____

OCCUPATIONS:

List the occupations and the number of students in each occupation in which they are working.

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

How often do you visit each student on his training site? _____

If a student misses the related class, is the student allowed to work at his training station on that day? ____ Yes ____ No

If no, what do you have the students do? _____

_____

_____

TRAINING PLANS:

Number of training plans completed _____

Number of Training Agreements completed _____

6. COURSE DESCRIPTION

Has a syllabus been prepared?____ Yes ____ No

Please provide copy.

What methods are being used for movement of students according to grade level?_____

_____

_____

7. ADVISORY COMMITTEE:

Does the program have an Advisory Committee? ____ Yes ____ No

Date of the last Advisory Committee meeting_____

Copy of the Advisory Committee Meeting Minutes (Please attach)

8. FACILITIES:

Does the program have full-time home room? ____ Yes ____ No.

Is adequate storage available? ____ Yes ____ No

9. TRANSFER OF STUDENTS:

Are there provisions for WES students to leave the WES Program and enter other regular vocational programs? ____ Yes ____ No

If so, how many_____

10. HOME VISITS:

Are home visits made? ____ Yes ____ No

If yes, are they made upon enrollment of the student? ____ Yes ____ No
during the year? ____ Yes ____ No
how often?_____

11. EVALUATION

How is on-going evaluation accomplished by the teacher/coordinator? _____

_____

_____

What are the procedures used by the Administration to evaluate the program?

_____

_____

_____

12. TRAINING COORDINATOR

Are training stations selected that provide students with career opportuniti that are susceptable of promotion and advancement? ____ Yes ____ No.

Are placement methods used to insure the students do not displace other work who perform such work? ____ Yes ____ No.

Are all students paid according to Federal, State, and local laws and regula in a manner not resulting in exploitation of the student-learner for private gain? ____ Yes ____ No

Is there cooperation with employment agencies, labor, groups, employers and other community agencies in identifying suitable jobs for the students enrol in the program? ____ Yes ____ No.

13. STUDENTS ENROLLED FROM PRIVATE NONPROFIT SCHOOLS.

Are there provisions for students from private nonprofit schools to enroll in the WES Program? ____ Yes ____ No.

14. NONCOMMINGLING OF FUNDS.

What provisions have been made to prevent the commingling of federal funds with local funds?

Account No._____.

GENERAL INFORMATION

Are there provisions for WES students to enroll in other regular vocational programs? ____ Yes ____ No

How many WES students transfer to other regular vocational programs?_____

What problems do you anticipate in placing WES students in regular vocational programs?_____

_____

_____

In what way do you feel we could better meet the vocational needs of handicapped students?_____

_____

_____

Is this program included in the follow-up system of the State Board for Community Colleges and Occupational Education? ____ Yes ____ No.

How do you see the Special Education teacher in relation to the regular vocational programs?_____

_____

_____

School's Name

TRAINING AGREEMENT

COOPERATIVE VOCATIONAL EDUCATION

APPENDIX H

SAMPLE FORM

1. _____ will be permitted to enter training with
Student's Name

_____ for experience and knowledge related
Employer's Name

_____ located at _____
Occupation Location

2. The student will be working with or closely supervised by _____
_____ (training-station instructor or employer.

3. The beginning wage to be paid this student is $_____ per hour and is in confor with the wage and hour provision of the Fair Labor Standards Act of 1938 as am

4. The employment and training of the student shall be in accordance with all Federal, State and Local Laws and Regulations pertaining to student-trainees in a Cooperative Vocational Education Program. The employer agrees to instruct the student-trainee in safety procedures.

5. The student, during the process of training, will have the status of student-trainee.

6. This Cooperative Vocational Education Program is designed for the 9-month school year with a minimum of 15 clock hours of work experience per week. However, the student-trainee may be employed during the summer months.

   6a. The school shall provide one period per school day for generally job related instruction.

7. The student is to receive a variety of experiences in the training station.

8. The teacher-coordinator will consult with the employer of his training-station instructor regarding training plans; and evaluation of student's progress. Any complaints will be made to the coordinating teacher and any necessary adjustments will be made through the cooperation of student, teacher-coordinator, and employer.

9. The parent or guardian shall be responsible for the conduct and attendance of the student while in training. Prior notice of absence to the employer is exp

10. The student-trainee will be required to conform to the employer's standards regarding hair and dress.

11. This training agreement may be cancelled for sufficient cause at any time provided due notice is given all parties concerned.

_____ _____
Student Parent or Guardian

_____ _____
Employer Coordinator

_____
Date

TRAINING PLAN

PERSONAL DATA

OCCUPATIONAL GOAL:
Parts Man

TRAINING SPONSOR:
Burbaker Equip. Co.

TYPE OF EMPLOYMENT:
Machinery Set Up

All tasks for the above students are to be completed at 100% proficiency. A time limit of six months was expressed by the Training Sponsor for the acceptance of responsibility of the job to be able to work with limited supervision.

TASKS REQUIRED	EVAL.	RELATED	EVAL.
Read and follow written and pictoral directions supplied by the manufacturer		Read to 8th grade level.	
Use common measuring devices		Rulers-gages to 1/64 inch.	
Identify common hand tools according to use and size.			
Use common hand tools correctly.			
Identify nuts and bolts according to thread size and use.		Machinery hardware.	
Assemble machinery for delivery according to the manufacturers specifications.		Responsibility, attitudes, customer relations.	
Identify parts that are faulty in manufactured processes, broken and mismatched.			
Make simple hook-up of assembled machinery.			
Operate and make preliminary adjustments according to manufacturer's specifications.			
Deliver machinery to customer's site.		Drivers license.	
Hook-up, operate, and make final adjustments as required to the manufacturers specifications.			

TRAINING PLAN

PERSONAL DATA

OCCUPATIONAL GOAL:

TRAINING SPONSOR:

TYPE OF EMPLOYMENT:

TASKS REQUIRED	EVAL.	RELATED	EVAL.
1. Stated in behavioral terms. Should be broken down into subject or work-component areas.		1. Direct correlation between tasks and related information.	
2. Complexity of tasks described for each individual's needs.		2. Related information may diminish as student progresses.	
3. Evaluation may be for each task or group of related tasks.		3. How is related information for each individual determined?	
4. Developed by teacher-coordinator training sponsor.		4. Related activities evaluated by the teacher/coordinator.	
5. Job activities to be evaluated by the training sponsor and initialed when satisfactory.		5. Evaluation of each item is initialed by teacher/coordinator and initialed when satisfactory.	

TRAINING PLAN

PERSONAL DATA

OCCUPATIONAL GOAL:

TRAINING SPONSOR:

TYPE OF EMPLOYMENT:

TASKS REQUIRED	EVAL.	RELATED	EVAL.